DOCUMENT RESUME

ED 325 405 SO 030 039

AUTHOR Sidelnick, Daniel J.
TITLE Variables Affecting the Political Socialization of Adolescents: Implications for Instruction of At-Risk Students in the Social Studies Classroom.
PUB DATE May 90
NOTE 45p.; Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Pittsburgh, PA, May 6-8, 1990).
AVAILABLE FROM at 155th Street, New York, NY 10034 ($35.00).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; Basic Skills; Citizenship; Citizenship Education; Democratic Values; Educational Research; *High Risk Students; Political Attitudes; Secondary Education; Secondary School Students; Social Development; *Socialization; Social Science Research; *Social Studies; Social Values; Student Attitudes

ABSTRACT

Few researchers who study political socialization have examined the attitudes, values, and beliefs of low ability, at-risk students. This seems unfortunate if, as is often claimed, the goal of civic education is to deal with all students in such a way as to motivate them to play their part as informed and effective members of a modern democratic political system. Because of such omissions in the data gathered by political scientists and educational researchers, a study was designed to investigate differences among students of different ability and grade levels on three quantitative measures of political attitudes. Three instruments were selected to measure concepts viewed as essential to political socialization necessary for functioning in today's society. The concepts studied were: (1) a respect for law and order in society as measured by the Law Scale; (2) a belief in the equality of all individuals and the constitutional rights of all citizens as measured by the Freedoms Scale; and (3) an open-mindedness to the opinions of others and receptiveness to new facts as measured by the Dogmatism Field Scale. The study suggests that low ability, at-risk students are more dogmatic and consequently less likely to support fundamental freedoms embodied in the Freedoms Scale and the Bill of Rights. Social studies educators need to seek ways to increase support of fundamental freedoms, and to explore strategies to decrease the dogmatism or close-minded attitudes evident in many low ability and average adolescents. Three appendices provide a description of the research instruments used, list tables of statistical data, and present a 27-item bibliography. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED325405

VARIABLES AFFECTING THE POLITICAL SOCIALIZATION OF ADOLESCENTS: IMPLICATIONS FOR INSTRUCTION OF AT-RISK STUDENTS IN THE SOCIAL STUDIES CLASSROOM

DANIEL J. SIDELNICK

Northern Lebanon School District

Fredericksburg, Pa. 17026

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Daniel J. Sidelnick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PREPARED FOR PRESENTATION AT THE ANNUAL

PENNSYLVANIA EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE

PITTSBURGH, PENNSYLVANIA

MAY 6-8, 1990

SO 020 039

VARIABLES AFFECTING THE POLITICAL SOCIALIZATION OF ADOLESCENTS:
IMPLICATIONS FOR INSTRUCTION OF AT-RISK STUDENTS IN
THE SOCIAL STUDIES CLASSROOM

Students who are considered to be "at-risk" have become the focal point of both state and national programs in education today. A clear definition of an at-risk student is sometimes difficult to find. A recent study reported by Frymer and Gansneder (1989) identified 45 risk factors as a measure of the degree to which a student could be considered "at-risk". In 1988, the Pennsylvania State Board of Education adopted a "Statement of Belief and Policy on At Risk Youth." A result of that policy was a series of public hearings throughout the state to assess the current status of at-risk students and programs. In the report, characteristics of at-risk youth were discussed and recommendations for action were made to address the problem (Spalding & Feir, 1989).

Virtually all definitions of at-risk students focus on their ability to graduate from high school with the requisite basic skills necessary to continue a productive life in today's society. A review of the skills necessary for success in today's society focus on two general areas: (1) basic literacty skills of reading, writing, math, and (2) socialization skills necessary to insure the continuation of traditional American values and participatory citizenship. How these skills are presented in the traditional curriculum is essential to understanding how best to address the at-risk problem facing education at this time.

One of the obvious factors affecting how well a student may progress in school is the students level of ability. Most at-risk students are identified as being below grade level in their school placement. Remedial programs designed to assist the at-risk student invariably focus on this factor as a

major component of the program. The question of how to affect attitudes, values, and beliefs of low ability students often takes a back seat to delivering a basic skills curriculum designed to help the student achieve academically. A more viable solution to the problem would be a program that addresses both the cognitive and affective areas of the curriculum for students who are at-risk because of their limited ability.

Researchers who study political socialization have traditionally not examined the effect of ability level or intelligence on the attitudes, values, and beliefs of adolescents. A review of the research uncovered only a few studies which examined the political attitudes of low ability, at-risk students as compared to other students in the classroom. This seems unfortunate if, as Freeman Butts claimed, "the goal of civic education is to deal with all students in such a way as to motivate them and enable them to play their part as informed, responsible, committed and effective members of a modern democratic political system" (1981, p. 7).

Curtis (1977) was one of the few social studies educators to devote attention to the development of programs designed to assist slow learners in attaining citizenship values and attitudes. Curtis noted that most of the research concerning low ability students dealt ostensibly with curriculuar approaches to involve low ability adolescents in community projects and the study of local community problems. The direct effect of ability level on a student's political attitudes and citizenship characteristics has seldom been considered by researchers in a systematic way.

Because of these omissions in the data gather by political scientists and educational researchers, a study was designed to investigate differences in political attitudes among different ability and grade levels of students on

three quantitative measures of political attitude. Three instruments were selected to measure concepts viewed as essential to political socialization necessary for functioning in today's society. The concepts studied were: (2) a belief in the equality of all individuals and the constitutional rights of all citizens as measured by the Freedoms Scale (Curtis & Shaver, 1983), (1) a respect for law and order in society as measured by the Law Scale (Rundquist & Sletto, 1936, 1975), and (3) an open-mindedness to the opinions of others and receptiveness to new facts as measured by the Dogmatism Field Scale (Troldahl & Powell, 1965).

Subjects

Scores from Science Research Associates Educational Ability Series (EAS) and the Reading, Math, and Language tests composite score (RML) were used to place the subjects into three ability groups from which study samples were selected. Subjects were randomly selected and divided into six groups for study. Table 1 provides the mean scores and standard deviations of the SRA scores used to distinguish ability grouping in this study. Low, average and high ability groups were selected at the nnth and twelfth grade levels from two seperate high schools. Groups were evenly divided into male and female for statistical comparison.

See Table 1

Instrumentation

The Law Scale. Rundquist and Sletto (1936, 1975) developed a 22 item scale to measure an individuals support or respect for the principles and values of law and order in our society. A high score on the Law Scale indicates a

subject's willingness to support the law, obey existing laws, and belief in the honesty of law and government officials. A reliability coefficient of .73 was obtained when administered to the 90 males and 90 females in the present study.

Dogmatism Field Scale. As a measure of close-mindedness, Rokeach's Dogmatism Scale has received considerable attention and is accepted as a reliable and valid measure of an open or closed attitude towards others' opinions and beliefs (Rokeach, 1960, 1970). Troldahl and Powell (1965) developed a short form dogmatism scale which consists of 20 items rather than the original 40 items proposed by Rokeach. The scale takes approximately half the time to administer as the longer version (Troldahl & Powell, 1965). A reliability coefficient of .78 was obtained when the 20 item Dogmatism Field Scale was administered to the 180 randomly selected subjects surveyed in this study.

Dogmatism has been found to be inversely related to acceptance of democratic values such as the belief in equality and freedom of others (Allen, 1966; Rokeach, 1970; Feather, 1970; Curtis & Shaver, 1983). Several studies have described dogmatic individuals as holding conservative views of society and experiencing apprehension when confronted with new ideas (Plant, Telford, & Thomas, 1965; Vacchiano, Strauss, & Schiffman, 1968).

The Freedoms Scale. Curtis and Shaver (1983) developed the Freedoms Scale because existing scales were deemed inappropriate for use with low ability students. The Freedoms Scale consists of 16 vignettes, which were developed to represent the fundamental freedoms enumerated in the Bill of Rights.

The mean readability level for the Freedoms Scale was found to be grade 7 (Dale & Chall, 1948) and grade 7.5 (Frye, 1977). A reliability coefficient of .65 was obtained for the 180 subjects who participated in this study.

Findings

One three-way and three two-way interactions were tested using a multiple analysis of variance (MANOVA). The use of MANOVA allowed for the simultaneous analysis of the three dependent measures of citizenship characteristics and provided univariate F-tests for each measure following the multivariate results. Only one interaction (ability by grade) was significant at the .05 level on the Dogmatism Scale. Table 2 displays the interaction effect.

The interaction of grade and ability is graphed in Figure 1. Figure 1 indicates that high ability subjects had the lowest dogmatism scores with twelfth grade subjects being slightly less dogmatic that ninth grade subjects. This pattern held with average subjects who had higher dogmatism scores at both grade levels. The pattern was reversed, however, for low ability subjects with ninth graders having lower scores on the Dogmatism Scale than twelfth graders. It was concluded that an increase in grade and ability levels effect lower scores on the Dogmatism Field Scale.

See Table 2 And Figure 1

To help clarify the relationships between dogmatism, ability, and grade levels, univariate t-tests were calculated. Significant differences were discovered by ability levels, but not by grade level on the Dogmatism Scale and Freedoms Scale. The t-tests indicated that dogmatism significantly decreased with each increase in ability level. Scores on the Freedoms Scale significantly increased with each increase in ability level. Given the moderate negative correlation shown to exist between dogmatism and scores on the Freedoms Scale, it was concluded that an increase in ability level accompanied lower scores on

the Dogmatism Scale; the lower dogmatism scores also influenced an increase in support for the fundamental freedoms embodied in the Freedoms Scale.

See Table 3

Main Effects

Table 4 indicates significant multivariate F's on ability, sex and grade levels of the students. However, the interactions of ability and grade on the Dogmatism scale discussed above make it necessary to examine only the main effect of gender of the students which did not significantly interact with the other main effcts.

See Table 4

The males and females in this study differed primarily in their scores on the Law Scale and Freedoms Scale, but not on the Dogmatism Scale. Specific univariate t-tests were performed to test differences between male and female subjects. The data are presented in Table 5. Since a total of 15 t-tests were performed in the analysis of the data in this study, the Bonferroni procedure was used to set each Alpha level at .007 for an overall significance of .10.

See Table 5

Table 5 indicates that females' mean scores on the Law Scale were significantly higher than males' ($p = .004$). This indicates a greater respect for the law and government officials along with a willingness to obey existing

laws for females over males in the study. The scores on the Dogmatism Scale and Freedoms Scale did not significantly differ by the sex of the subjects. This finding is consistant with other socialization literature and attitude studies.

To assess individual responses frequency distributions were developed from all the items on the Freedoms Scale and the Law Scale. The individual responses were arranged on contingency tables and converted into percentages. An inspection of the distribution of the percentages indicated where the groups of students significantly differed on each scale item. Chi-square analysis of the individual responses indicated a total of 21 items from the two scales significantly related to ability and 17 items significantly related to sex. The results of the significant chi-square analysis is presented in Appendix C.

Discussion

In the United States, civics and government classes are predominantely taught at the ninth and twelfth grades (Superka, Hawke, & Morrissett, 1980). The 1984 proposal for a scope and sequence by the National Council for the Social Studies included ninth and twelfth grade objectives related to the political attitudes investigated in this study (NCSS, 1984). Previous research by many educators and political science researchers focused on political attitudes and values of heterogeneous adolescent groups. Past research has not, however, fully addressed the problem of the socialization of all adolescents into today's society. An extensive search of the literature uncovered only a few studies which examined the development of political attitudes in low ability, at-risk adolescents. Most studies included a stratified sample of all ability subjects or completely ignored ability level as a variable in the research design.

Dogmatism had a moderate negative correlation with scores on the Freedoms Scale. This has been shown in other studies and was expected. What was not expected, however, was the finding that the low ability group scored significantly higher than the average or high ability groups on the Dogmatism Field Test. In contrast, previous studies indicated that ability level or intelligence would not affect dogmatism. It is possible that the higher level of dogmatism of low ability subjects in this study affected their lower attitude scores on the Freedoms Scale and also the Law Scale.

This study suggests that low ability, at-risk subjects are more dogmatic and consequently less likely to support fundamental freedoms embodied in the Freedoms Scale and the Bill of Rights. Social studies educators should seek ways to increase support of the fundamental freedoms, and explore strategies to decrease the dogmatism or close-minded attitudes evident in many low ability and average adolescents.

Curriculum Implications

Leming (1984), reviewed numerious empirical studies which dealt with attempts to improve attitudes and values in social studies classrooms. A review of such research indicates that perhaps the best approach to the improvement of political attitudes and citizenship values is not being followed by many classroom teachers or social studies researchers. This observation is especially crucial for the low ability students identified in this study.

One recommended approach to improve citizenship instruction in the area of attitude change is the Value Analysis Model of instruction. The Value Analysis Model of teaching represents a systematic approach to the discussion of controversial issues in the classroom (Silver, 1976). The purpose of value analysis is to (1) help students to use rational, analytical processes in

interrelating and conceptualizing their values and (2) to help students use logical thinking and investigation to decide value issues and questions reflected in their attitude responses (Banks, 1973). The several steps involved in the model are listed in Table 6.

See Table 6

Ehman (1970) reported that while a majority of social studies teachers were willing to accept controversial issues discussion in their classroom, only a little more than one-third were willing to actively encourage such discussions. Several researchers (Levenson, 1972; Lorti, 1975) attribute the avoidance of controversial discussions in social studies classrooms as an aspect of the desirable goal of compliant student behavior. More reasonable explanations for the omission of controversial material in the classroom may be the concern for classroom management and discipline (Shaver, Helburn, & Davis, 1979; Superka, Hawke, & Morrisett, 1980). The concern for discipline and classroom control is even more pronounced in classrooms designed for the low ability or at-risk adolescent (Curtis, 1977).

Interestingly, Ehman (1978) commented that compared to other factors such as family and the media, school can be an important agent for transmitting political information to the youth. This relationship increased for racial minorities and low social status groups.

Another observation can be made concerning instruction of low ability, at-risk students related to social studies education. A potential danger exists in stressing basic knowledge outcomes and thereby ignoring the values analysis model and the discussion of controversial issues. Instruction in low ability

classes often tends to center on basic skills which avoids controversial issues discussion. Torney, Oppenheim, and Farnen (1975) noted that stress on factual knowledge and printed drill materials in social studies classrooms were related to negative political attitudes. Over emphasis on basic knowledge objectives in classrooms may be contributing to the negative attitudes evident among adolescents in many classrooms. Recent studies have cited this problem as contributing to the drop out problem in schools today (Peterson, 1989; Wircenski & Sarkees, 1990). This is a facet of the political socialization process and curriculum that needs to be further examined.

Continued research is needed in the area of adolescent attitude development and values education curriculum, especially as it concerns low ability at-risk adolescents. There has been a recent trend of decreased political knowledge and support for the fundamental freedoms considered basic to the political culture of the American citizen. Past research has been largely correlational and not experimental. This means that it is not legitimate to draw causual inferences about what variables influence other variables in the socialization process. Experimental designs are needed to quantify and measure changes in political knowledge and attitudes. Longitudinal studies, always a problem in the behavioral sciences, are essential to measure changes in political socialization. The current emphasis on measuring educational outcomes could be directed to successfully measure instructional strategies such as value analysis to improve affective as well as cognitive outcomes of instruction. The efforts of educators to develop critical thinking and decision making skills could be designed to encompass socio-political attitudes.

APPENDIX A:

TABLES AND FIGURES

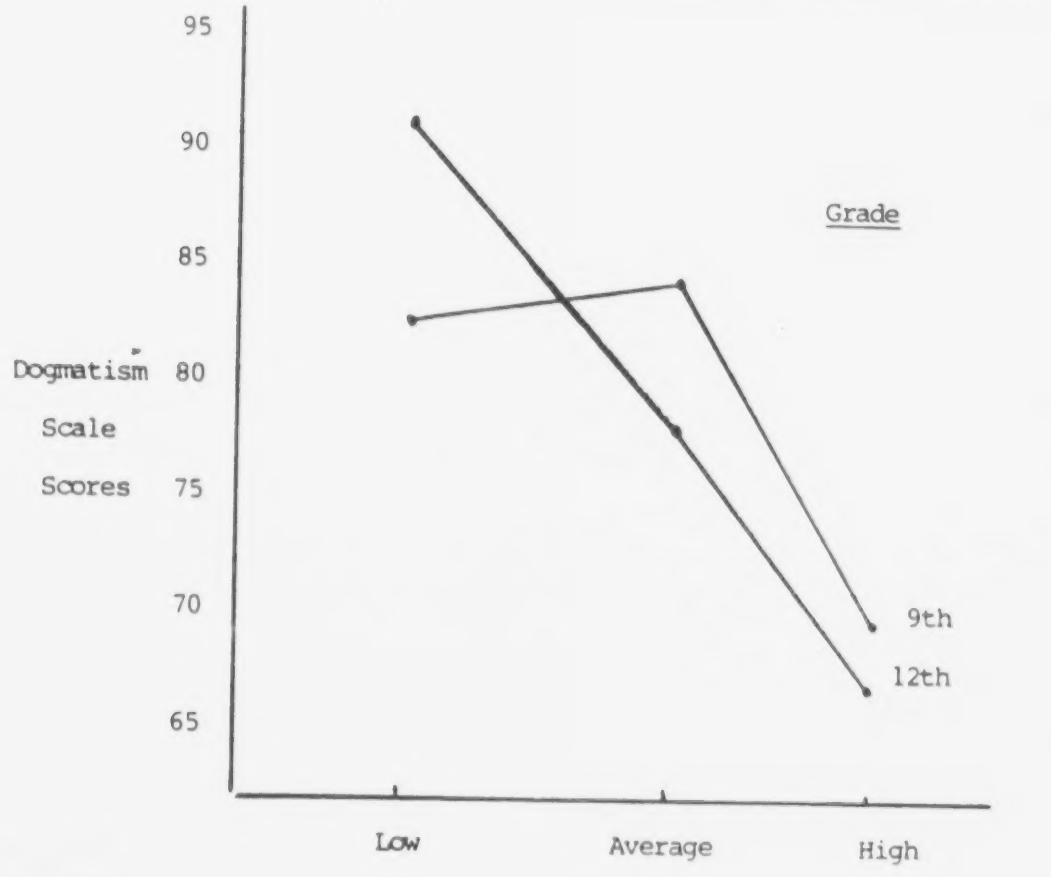

Figure 1 Interaction of Ability by Grade on Dogmatism Scale

Table 1

Ability Grouping[a]

	Low		Ave		High	
	RML[b]	EAS[c]	RML	EAS	RML	EAS
Grade 9						
N=90						
Mean	35.07	28.20	55.17	53.70	96.20	94.40
St. Dev.	(14.25)	(10.49)	(7.91)	(7.98)	(3.33)	(4.30)
Grade 12						
N=90						
Mean	21.07	19.20	57.53	58.03	93.90	93.00
St. Dev.	(11.18)	(11.62)	(10.88)	(6.91)	(4.96)	(4.52)

[a] Scores obtained are from different forms of SRA tests administered in 8th and 11th grades and are nationally normed percentile scores.
[b] Reading Math Language Composit Score (SRA)
[c] Educational Ability Series Score (SRA)

Table 2

Interaction Effects of Ability, Grade, and Sex
with Three Dependent Measures

Source	df	F[a]	p
Ability by Grade	6	2.39383	.028** [b]
Freedoms Scale		1.73016	.180
Law Scale		2.70752	.070*
Dogmatism Scale		3.84559	.023**
Ability by Sex	6	1.49464	.179
Freedoms Scale		.38587	.680
Law Scale		2.23807	.110
Dogmatism Scale		1.65746	.194
Sex by Grade	3	.76135	.517
Freedoms Scale		.57913	.448
Law Scale		1.71643	.192
Dogmatism Scale		.00023	.988
Ability by Sex by Grade	6	1.29719	.258
Freedoms Scale		.25789	.773
Law Scale		.80235	.450
Dogmatism Scale		3.02188	.051

[a] F's for sources in design are approximation of Pillais-Bartlett Trace statistic. Indented F's are univariate statistics

[b] ** $p < .05$; * $p < .10$

Table 3

t - Tests: Attitude Scales
Arranged According to Ability.

Source	LOW $\bar{X}$	LOW SD	AVERAGE $\bar{X}$	AVERAGE SD	HIGH $\bar{X}$	HIGH SD	t[a]	p
Freedoms Scale	50.65	5.66	54.10	6.00			-3.24	.002*[b]
	50.65	5.66			59.20	7.90	-6.81	.0001*
			54.10	6.00	59.20	7.90	-3.98	.0001*
Law Scale	70.90	9.92	75.33	9.13			-2.64	.01
	70.90	9.92			72.63	9.88	- .99	.324
			75.33	9.13	72.63	9.88	1.55	.123
Dogmatism Scale	87.10	15.12	80.82	13.54			2.40	.018
	87.10	15.12			67.87	16.39	6.68	.0001*
			80.82	13.54	67.87	16.39	4.72	.0001*

[a] df = 118; n = 60

[b] * indicates significant p level

Table 4

Main Effects of Ability, Grade, and Sex on Three Dependent Variables: Freedom Scale, Law Scale, Dogmatism Scale.

Source	df	F[a]	p.
Ability	6	12.85040	.0001 *[b]
Freedom Scale		25.77985	.0001*
Law Scale		3.80215	.024 *
Dogmatism Scale		26.67592	.0001*
Sex	3	4.83495	.003 *
Freedom Scale		5.52799	.020*
Law Scale		9.34499	.003*
Dogmatism Scale		.57012	.451
Grade	3	3.23083	.024 *
Freedom Scale		.01561	.901
Law Scale		9.76028	.002*
Dogmatism Scale		.01132	.915

[a] F's for sources in design are F - approximations of Pillais-Bartlett Trace Statistic. Indented F's are univariate statistics where multivariate F's were significant.

[b] $p < .05$ for multivariate and univariate F's.

Table 5

Univariate t-tests on Three Dependent Variables by Sex

Source	MALE $\bar{X}$	MALE SD	FEMALE $\bar{X}$	FEMALE SD	t	df	p[a]
Freedoms Scale	53.50	8.02	55.80	6.67	-2.09	178	.038
Dogmatism Scale	79.42	16.22	77.77	17.79	.65	178	.515
Law Scale	70.93	9.22	74.98	9.54	-2.89	178	.004*

[a] * indicates significant p

Table 6

Banks' Values-Analysis Model

1. Define and recognize value problems
2. Describe value relevant behaviors
3. Name values exemplified be behaviors
4. Determine conflicting values in behavoiors described
5. Hypothesize about sources of values analyzed
6. Name alternative values
7. Hypothesize about possible consequences of the values analyzed
8. Declare prefered value
9. State reasons, sources, and possible consequences of value choice

Adapted from Banks, J.A. (1977). Teaching Strategies for the Social Studies

APPENDIX B:

INSTRUMENTATION

THE FREEDOMS SCALE

On the following pages are a series of stories which describe a variety of situations. Each of these situations has occured or could occur in our state. You are asked to tell how you feel about the suggestion made at the end of each story. Please circle the word that best describes your feelings.

1. A known mafia gangster has just learned that a contract is out on his life because he stole money belonging to his criminal bosses. He has decided to go to the police for protection. The police should deny his request.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

2. A group of the county's poor have asked the County Board of Supervisors for permission to hold a rally in the county court house lawn. During the rally, speeches will be made that will be very critical of the county's and state's welfare programs. If the rally is held, the news coverage it will get in the national press will be very embarassing to both the county and the state governments. Nevertheless, the group should be allowed to hold the rally

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

3. Representatives of the Republican, Democratic and Libertarian parties have been recent guests on a local hot-line radio show. The general secretary of the state Communist party has requested that he be allowed to appear on the program also. The station manager should deny his request.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

4. A religious group teaches that it is a sin for its members to have blood transfusions. Because of this belief, several members of this church have died before doctors could get court orders granting them permission to administer blood. Nevertheless, such a religious groups should still be allowed to exist.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

5. A hit and run driver, who has just seriously injured and perhaps even killed a small child, has been cornered and pulled from his car by an enraged man who witnessed the accident. A crowd of people is gathering at the scene and it appears that the man, who is obviously very drunk, will be badly beaten unless the police arrive shortly. Mrs. Smith, who is watching the incident from her living room window, should phone the police immediately and urge them to come quickly.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

6. A year ago, the county planning commission approved the plans for the widening of Loudoun Street by 30 feet so that traffic will be able to move more rapidly toward the downtown area. In order to carry out the plan, the houses on the north side of the street would have to be torn down. All the houses except Mr. Anderson's have been purchased and torn down by the county. Mr. Anderson has been offered a very generous price for his property, but he refuses to sell and so the whole project is at a standstill. Last week, the county offered to pay Mr. Anderson $12,000 more than any of his neighbors got. Mr. Anderson refused to accept. If the county takes Mr. Anderson to court, he is certain to lose and will probably have to accept less than the last offer, but a court case could last a year and cost the citizens a great deal of money. The county should force Mr. Anderson to accept the latest offer and move bulldozers in to clear away his house.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

7. George Hill, the chief editor of the Washington Post has just received a packet of papers in the mail. He does not know who sent them. If they are published it will be highly embarassing to the government. They will not be a threat to national security but, several congressmen will probably have to resign and the people's confidence in the government will be shaken. Even though it is a great news story, George should not be allowed to write it.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

8. Charlie Johnson, a well known underworld character, has been jailed on a minor charge. The police have reason to believe that he is a member of a gang who recently held up a local bank and successfully escaped with $145,000. The case is ready to break and the police will probably be able to charge Charlie with armed robbery in the next three or four days. If, however, he is allowed to contact his lawyer, he will be freed on bail and will probably vanish. The police should not be allowed to keep Charlie secretly jailed until they have the evidence they need to prove that he had a part in the robbery.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

9. Last Friday night, while on a double date at the local drive-in, Reg and Jack were brutally attacked and beated by members of the Pagans motorcycle gang. Several of the gang had begun to make lewd remarks about their dates, Mary and Beth, as so Reg and Jack approached them and asked them to stop. Without warning, they were struck with chains and knocked to the ground. The Pagans, and other gangs like them, should be locked in jail without a trial and the keys thrown away.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

10. Mohammed Ishmael is from Iran and he is a member of the Moslem religion. His faith requires him to face East and pray five times each day. Mohammed has asked the manager of the store where he works for permission to take his prayer rug into the warehouse to say his prayers. He has suggested that the several minutes required to say prayers be subtracted from his lunch hour. Since Islam is not a Christian religion, the manager should deny his request.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

11. A group of homosexual men have just formed a chapter of the Gay Liberation Front. They have decided to hold a convention with the hope of recruiting new members. The plans are progressing well and invitations have been sent to members of the Front in all the counties of the state. Four months ago, the members approached the county Board of Supervisors for permission to rent the civic auditorium. Citizens of the community should insist that the county Board of Supervisors refuse to allow the auditorium to be used by such a group.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

12. For the past several years, a group of Mexican Americans and Mexican immigrants have been publishing an underground newspaper. For the past several years the paper strongly criticized the American government's lack of concern for the rights of Mexican immigrants in America. Leaders in the government were called "cowards", "capitalist pigs", "prostitutes", and so forth. When the paper's business license expires next month, it should be renued.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

13. Last night Jim Stevens and Ken Barber were caught attempting to break into a local grocery store. This morning they appeared in court and bail was set at $1,000 each. Jim's father is quite able to raise the money and so his son will be released in his custody until the trial next month. Ken's father, however, is unemployed, has no savings, and because of a very poor credit rating cannot borrow the money. Ken will have to stay in jail until the trial. It doesn't seem right to allow one boy to go free while the other remains in jail.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

14. The police have just arrived. Several moments ago, a huge truckdriver pulled Oscar Jackson from a speakers platform and now he refuses to let Oscar finish his speech. The crowd seems to be against Oscar who, before he was seized, was making statements that many people in the crown felt were anti-American. The police have arrived and they should force the man to release Oscar, return him to the platform, and make certain that he is allowed to finish his speech.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

eing engaged for the past two years, Ruth and Frank have broken nately, Ruth accepted Frank's ring before she was sure of her love when Bob came along, she was swept off her feet. Frank feels is very angry with Ruth and has insisted that she return the color et he gave her for her birthday. Ruth refuses to do so saying that ot have to be returned. Lately, Frank, who still has the key to her , has been thinking about entering the apartment some time when out and taking the set away. If he decided to do so, and is caught in artment by the police, they should stop him from removing the set even n he, not Ruth, paid for it.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

16. The police have just broken up a fight between Mitch Montana and Jeff Hodges. No one saw the fight but there has been bad feelings between the two boys for some time. Mitch, a local bully who is constantly in some kind of trouble, is sitting in the back seat of the police car. He will be taken to the police station, charged with disturbing the peace, and put in the cell for the night. Tomorrow morning he will face the judge. Jeff, whose father is a very prominent businessman, has asked the police not to embarass his father by taking him to the police station. Jeff promised that he will not get involved in a fight again. The police should allow Jeff to go home.

Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree

The Law Scale

Read each item carefully and circle the phrase which best expresses your feeling about the statement. Whereever possible, let your own personal experience determine your answer. If in doubt, circle the phrase which seems most nearly to express your feeling about the statement. Be sure to answer every item.

1. The law protects property rights at the expense of human rights.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

2. A person should obey only those laws that seem reasonable.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

3. It is alright to evade the law if you do not actually violate it.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

4. The sentences of judges in court are determined by their prejudices.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

5. On the whole, judges are honest.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

6. Juries seldom understand a case well enough to make a really just decision.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

7. On the whole, policemen are honest.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

8. A man should obey the laws no matter how much they interfere with his personal ambition.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

9. Court decisions are almost always just.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

10. In the courts, a poor man will receive as fair treatment as a millionaire.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

11. Personal circumstances should never be considered as an excuse for lawbreaking.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

12. A man should tell the truth in court, regardless of the consequences.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

13. A person who reports minor law violations is only a troublemaker.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

14. A person is justified in giving false testimony to protect a friend on trial.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

15. A hungry man has a right to steal.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

16. All laws should be strictly obeyed because they are laws.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

17. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

18. Almost anything can be fixed up in the courts if you have enough money.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

19. It is difficult to break the law and keep one's self respect.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

20. On the whole, lawyers are honest.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

21. Violators of the law are almost always detected and punished.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

22. It is alright for a person to break the law if he doesn't get caught.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

Dogmatism Field Scale

Read each item carefully and circle the phrase that best expresses your feeling about the statement. Whereever possible, let your own personnel experience determine your answer. If in doubt, circle the phrase which seems most nearly to express your feeling about the statement.

1. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

2. My blood boils when a person stubbornly refuses to admit he's wrong.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

3. There are two kinds of people in this world, those who are for the truth and those that are against the truth.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

4. Most people just don't know what's good for them.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

5. Of all the different philosophies there are in the world there is probably only one that is correct.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

6. The highest for of government is a democracy and the highest form of democracy is run by those that are most intelligent.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

7. The main thing in life is for a person to want to do something important.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

8. I'd like it if I could find someone who would tell me how to solve my personal problems.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

9. Most of the ideas that get printed nowadays aren't worth the paper they are printed on.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

10. Man on his own is a helpless and miserable creature.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

11. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

12. Most people just don't give a "damn" for others.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

13. To compromise with our political opponents is dangerous because it usually leads to a betrayal of our own side.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

14. It is often desirable to reserve judgement about what's going on until one has a chance to hear the opinions of those one respects.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

15. The present is all to often full of unhappiness. It is only the future that counts.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

16. The United States and Russia have just about nothing in common.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

17. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

18. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakesphere.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

19. Even though the freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom for certain political groups.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

20. It is better to be a dead hero than a live coward.

1 Agree a little	1 Disagree a little
2 Agree on the whole	2 Disagree on the whole
3 Agree very much	3 Disagree very much

APPENDIX C:

CHI SQUARE DISTRIBUTIONS

Responses to Freedom Scale Question 4 by Ability (in Percentages)
Freedom of Religion:
Religion that refuses blood transfusions should be allowed to exist.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	26.7	28.3	8.3	21.1
Disagree:	28.3	25.0	18.3	23.9
Uncertain:	16.7	16.7	10.0	14.4
Agree:	21.7	23.3	46.7	30.6
Strongly Agree:	6.7	6.7	16.7	10.0
N =	(60)	(60)	(60)	(180)

X^2 = 21.20582 df = 8, p = .0066 Phi Coefficient = .24270

Responses to Freedom Scale Question 10 by Ability (in Percentages)
Freedom of Religion:
Moslem should not be allowed to pray on the job.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	8.3	1.7	0.0	3.3
Disagree:	13.3	3.3	1.7	6.1
Uncertain:	26.7	5.0	0.0	10.6
Agree:	31.7	56.7	40.0	42.8
Strongly Agree:	20.0	33.3	58.3	37.2
N =	(60)	(60)	(60)	(180)

X^2 = 54.41469 df = 8, p = .00001 Phi Coefficient = .38878

Responses to Freedom Scale Question 8 by Ability (in Percentages)
Life Liberty and Security:
Police should not hold a known criminal until they gather evidence.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	10.0	1.7	3.3	5.0
Disagree:	8.3	20.0	21.7	16.7
Uncertain:	13.3	10.0	13.3	12.2
Agree:	41.7	45.0	55.0	47.2
Strongly Agree:	26.7	23.3	6.7	18.9
N =	(60)	(60)	(60)	(180)

X^2 = 17.34795 df = 8, p = .0267 Phi Coefficient = .21952

Responses to Freedom Scale Question 9 by Ability (in Percentages)
Life, Liberty and Security:
Motorcycle gang should be locked up without a trial.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	21.7	6.7	5.0	11.1
Disagree:	31.7	21.7	13.3	22.2
Uncertain:	15.0	10.0	3.3	9.4
Agree:	21.7	50.0	60.0	43.9
Strongly Agree:	10.0	11.7	18.3	13.3
N =	(60)	(60)	(60)	(180)

X^2 = 30.56306 df = 8, p = .0002 Phi Coefficient = .29137

Responses to Freedom Scale Question 2 by Ability (in Percentages)
Freedom of Assembly:
Poverty rights group should be allowed to hold rally.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	11.7	10.0	0.0	7.2
Disagree:	20.0	13.3	11.7	15.0
Uncertain:	35.0	25.0	11.7	23.9
Agree:	30.0	46.7	53.3	43.3
Strongly Agree:	3.3	5.0	23.3	0.6
N =	(60)	(60)	(60)	(180)

X^2 = 33.05465 df = 8, p = .0001 Phi Coefficient = .30302

Responses to Freedom Scale Question 11 by Ability (in Percentages)
Freedom of Assembly:
Homosexuals should not be allowed to rent a civic building for a meeting.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	23.3	26.7	8.3	21.1
Disagree:	16.7	28.3	13.3	19.4
Uncertain:	16.7	16.7	11.7	15.0
Agree:	16.7	21.7	40.0	26.1
Strongly Agree:	21.7	6.7	26.7	18.3
N =	(60)	(60)	(60)	(180)

X^2 = 25.52231 df = 8, p = .0013 Phi Coefficient = .26626

Responses to Law Scale Statement 16 by Ability (in Percentages)
All laws should be strictly obeyed because they are laws.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	1.7	3.3	6.7	8.9
Disagree:	20.0	20.0	36.7	27.8
Uncertain:	8.3	25.0	20.0	21.1
Agree:	45.0	38.3	30.0	35.6
Strongly Agree:	25.0	15.3	6.7	6.7
N =	(60)	(60)	(60)	(180)

X^2 = 19.96833 df = 8, p = .0105 Phi Coefficient = .23552

Responses to Law Scale Statement 2 by Ability (in Percentages)
A person should obey only those laws that seem reasonable.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	8.3	1.7	0.0	3.3
Disagree:	16.7	6.7	11.7	11.7
Uncertain:	8.3	1.7	8.3	6.1
Agree:	45.0	48.3	50.0	47.8
Strongly Agree:	21.7	41.3	30.0	31.1
N =	(60)	(60)	(60)	(180)

X^2 = 16.53617 df = 8, p = .0353 Phi Coefficient = .21432

Responses to Law Scale Statement 22 by Ability (in Percentages)
It is alright for a person to break the law if he doesn't get caught.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	11.7	1.7	0.0	4.4
Disagree:	13.3	5.0	6.7	8.3
Uncertain:	8.3	8.3	16.7	11.1
Agree:	25.0	28.3	43.3	32.2
Strongly Agree:	41.7	56.7	33.3	43.9
N =	(60)	(60)	(60)	(180)

X^2 = 23.4245 df = 8, p = .0029 Phi Coefficient = .25508

Responses to Law Scale Statement 11 by Ability (in Percentages)
Personal circumstances should never be considered as an excuse for lawbreaking.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	6.7	6.7	16.7	10.0
Disagree:	20.0	21.7	48.3	30.3
Uncertain:	15.0	16.7	10.0	13.9
Agree:	43.3	31.7	20.0	31.7
Strongly Agree:	15.0	23.3	5.0	14.4
N =	(60)	(60)	(60)	(180)

X^2 = 27.309 df = 8, p = .0006 Phi Coefficient = .27542

Responses to Freedom Scale Question 3 by Ability (in Percentages)

Freedom of Speech:

Communist Party speaker should not be allowed on radio.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	11.7	3.3	6.7	7.2
Disagree:	36.7	21.7	6.7	21.7
Uncertain:	20.0	21.7	15.0	18.9
Agree:	25.0	43.3	51.7	40.0
Strongly Agree:	6.7	10.0	20.0	12.2
N =	(60)	(60)	(60)	(180)

X^2 = 26.45992 df = 8, p = .0009 Phi Coefficient = .27111

Responses to Law Scale Statement 14 by Ability (in Percentages)
A person is justified in giving false testimony to protect a friend on trial.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	6.7	3.3	0.0	3.3
Disagree:	18.3	8.3	3.3	10.0
Uncertain:	16.7	15.0	10.0	13.9
Agree:	40.0	31.7	55.0	42.2
Strongly Agree:	18.3	41.7	31.7	30.6
N =	(60)	(60)	(60)	(180)

X^2 = 21.3955 df = 8, p = .0062 Phi Coefficient = .24379

Responses to Law Scale Question 19 by Ability (in Percentages)
It is difficult to break the law and keep one's self respect.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	5.0	5.0	5.0	5.0
Disagree:	33.3	18.3	30.0	27.2
Uncertain:	18.3	25	10.0	17.8
Agree:	20.0	43.3	40.0	34.4
Strongly Agree:	23.3	8.3	15.0	15.6
N =	(60)	(60)	(60	(180)

X^2 = 16.45272 df = 8, p = .0363 Phi Coefficient = .21378

Responses to Law Scale Statement 1 by Ability (in Percentages)
The law protects property rights at the expense of human rights.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	13.3	3.3	3.3	6.7
Disagree:	33.3	23.3	11.7	22.8
Uncertain:	36.7	36.7	36.7	36.7
Agree:	13.3	33.3	33.3	26.7
Strongly Agree:	3.3	3.3	15.0	7.2
N =	(60)	(60)	(60)	(180)

X^2 = 25.73358 df = 8, p = .0012 Phi Coefficient = .26736

Responses to Law Scale Statement 7 by Ability (in Percentages)
On the whole, policemen are honest.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	16.7	5.0	5.0	8.9
Disagree:	40.0	26.7	16.7	27.8
Uncertain:	21.7	16.7	25.0	21.1
Agree:	20.0	41.7	45.0	36.6
Strongly Agree:	1.7	10.0	8.3	6.7
N =	(60)	(60)	(60)	(180)

X^2 = 22.76375 df = 8, p = .0037 Phi Coefficient = .23552

Responses to Law Scale Statement 5 by Ability (in Percentages)
On the whole, judges are honest.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	6.7	0.0	0.0	2.2
Disagree:	21.7	15.0	8.3	15.0
Uncertain:	20.0	20.0	13.3	17.8
Agree:	36.7	51.7	65.0	51.1
Strongly Agree:	15.0	13.3	13.3	13.4
N =	(60)	(60)	(60)	(180)

$X^2 = 17.35295$ df = 8, p = .0266 Phi Coefficient = .21955

Responses to Law Scale Statement 6 by Ability (in Percentages)
Judges seldom understand a case well enought to make a really just decision

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	15.0	6.7	5.0	8.9
Disagree:	38.3	26.7	28.3	31.1
Uncertain:	26.7	20	13.3	20.0
Agree:	18.3	40	43.3	33.9
Strongly Agree:	1.7	6.7	10	6.1
N =	(60)	(60)	(60)	(180)

$X^2 = 18.05651$ df = 8, p = .0208 Phi Coefficient = .22396

Responses to Law Scale Statement 16 by Ability (in Percentages)
All laws should be strictly obeyed because they are laws.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	1.7	3.3	6.7	8.9
Disagree:	20.0	20.0	36.7	27.8
Uncertain:	8.3	25.0	20.0	21.1
Agree:	45.0	38.3	30.0	35.6
Strongly Agree:	25.0	15.3	6.7	6.7
N =	(60)	(60)	(60)	(180)

X^2 = 19.96833 df = 8, p = .0105 Phi Coefficient = .23552

Responses to Law Scale Statement 2 by Ability (in Percentages)
A person should obey only those laws that seem reasonable.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	8.3	1.7	0.0	3.3
Disagree:	16.7	6.7	11.7	11.7
Uncertain:	8.3	1.7	8.3	6.1
Agree:	45.0	48.3	50.0	47.8
Strongly Agree:	21.7	41.3	30.0	31.1
N =	(60)	(60)	(60)	(180)

X^2 = 16.53617 df = 8, p = .0353 Phi Coefficient = .21432

Responses to Law Scale Statement 18 by Ability (in Percentages)
Almost anything can be fixed in the courts if you have enough money.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	33.3	13.3	8.3	18.3
Disagree:	23.3	15.0	35.0	24.4
Uncertain:	13.3	21.7	15.0	16.7
Agree:	18.3	35.0	28.3	27.2
Strongly Agree:	11.7	15.0	13.3	13.3
N =	(60)	(60)	(60)	(180)

X^2 = 21.16113 df = 8, p = .0067 Phi Coefficient = .24245

Responses to Law Scale Statement 21 by Ability (in Percentages)
Violators of the law are almost always detected and punished.

	LOW	AVERAGE	HIGH	Total
Strongly Disagree:	15.0	8.3	28.3	17.2
Disagree:	18.3	38.3	55.0	37.2
Uncertain:	25.0	13.3	6.7	15.0
Agree:	35.0	36.7	10.0	27.2
Strongly Agree:	6.7	3.3	0.0	3.3
N =	(60)	(60)	(60)	(180)

X^2 = 38.8171 df = 8, p = .00001 Phi Coefficient = .32837

References

Banks, J.A. (1973). Teaching strategies for the social studies: inquiry, valuing, and decision making. Reading, Ma.: Addison-Wesley.

Butts, R. F. (1980). Curriculum for the educated citizen. Educational Leadership, 38 (7), 6-8.

Curtis, C. K. (1977). Citizenship education and the slow learner. In J. P. Shaver (Ed.). Building rationales for citizenship education, bulletin 52 (74-95). Washington, D.C.: National Council for the Social Studies.

Curtis, C. K. (1981). Slow learner's attitudes toward fundamental freedoms. Journal of Social Studies Research, 5 (1), 35-39.

Curtis, C. K., & Shaver, J. P. (1983). A measure of attitudes towards civil liberties. (ERIC Document Reproduction Service No. ED 231 677).

Dale, E., & Chall, J. S. (1948). A formula for predicting readibility. Educational Research Bulletin, 27, 11-20.

Ehman, L. (1970). Normative discourse and attitude change in the social studies classroom. High School Journal. 54, 76-83.

Ehman, L. (1977). Social studies instructional factors causing change in high school students. Paper presented at American Educational Research Association. (ERIC Reproduction Service No. ED 162 959).

Frye, E. (1977). Frye's readibility graph: clarification, validity and extension to level 17. Journal of Reading, 21, 242-252.

Frymer, J., & Gansneder,B. (1989). The phi delta kappa study of students at risk. Kappan, 71 (2), 142-146.

Hess, R., & Torney, J. (1967). The development of political attitudes in children. Chicago: Aldine.

Lemming, J. (1984). Research on social studies curriculum and instruction: interventions and outcomes in the social-moral domain. Paper presented at the 64th Annual Meeting of the National Council for the Social Studies, Washington, D.C.

Levenson, G. (1972). The school's contribution to the learning of participatory responsibility. In B.B. Massialas (Ed.), Political youth, traditional schools: national and international perspectives. Englewood Cliffs, N.J.: Prentice Hall.

Lorti, D.C. (1975). Schoolteacher: a sociological study. Chicago, Il.: University of Chicago Press.

National Council for the Social Studies. (1984). In search for a scope and sequence for social studies, Social Education, 48 (4), 251-262.

Peterson, J. M. (1989). Remediation is no remedy, Educational Leadership, 46 (6), 24-25.

Rokeach, M. (1960). The open and closed mind. New York: Basic Books.

Rokeach, M. (1970). Beliefs, attitudes and values. San Francisco: Josey Bass.

Rundquest, E. A., & Sletto, R.F. (1936). Personality in the depression. Minneapolis: University of Minneapolis Press.

Rundquist, E. A., & Sletto, R. F. (1975). Personality in the depression (2nd ed.). Westport Conn.: Greenwood Press.

Shaver, J.P., Helburn, S., & Davis, O.L., Jr. (1979). The status of social studies education: impressions from three nsf studies. Social Education, 43 (2), 150-153.

Silver, M. (1976). Values education. Washington, D.C.: National Education Association. New Brunswick, N. J.: Rutgers University Press.

Spalding, S.K., & Feir, R.S., (1989). Report of the state board of education on school success for students at risk. Harrisburg, Pa.: Pennsylvania Department of Education.

Superka, D. P., Hawke, S., & Morrissett, I. (1980). The current and future status of the social studies, Social Education, 44 (5), 362-369.

Torney, J.V., Oppenheim, A.M., & Farnen, R.F. (1975). Civic education in ten countries. New York: John Wiley & Sons, Inc.

Troldahl. V. C., & Powell, F. A. (1965). A short form dogmatism scale for use in field studies. Social Forces, 44. 211-215.

Wircenski, J. L. & Sarkees, M. D. (1990). Instructional alternatives: rescue strategies for at-risk students. Curriculum Report, 19 (4), National Association of Secondary School Principals.

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991